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listern wurde die Sprache arg mitgenommen, und unsere Philosophen, die sich ihrer seit Anfang des 18. Jahrhunderts bedienen, haben sie so gefühllos behandelt, dass sie unter ihren Händen zu einem dünnen Gerippe abzehnte. Dass sie wieder aufgeblüht ist, und heute in herrlicher Jugendfrische vor uns steht, danken wir unsern Dichterhelden und in erster Linie Schiller.

Denn wenn auch Goethe die Palme als Dichter zugestanden werden muss, so lässt sich doch nicht leugnen, dass Schiller weitaus mehr gelesen wird und somit eine grössere Einwirkung auf das Deutschtum im engeren und weiteren Sinne ausgeübt hat und auch fernerhin ausüben wird.

Wir können Schiller kein würdigeres Denkmal setzen, als dass wir ihm in den Bildungsanstalten unserer Jugend einen ähnlichen Platz einräumen wie die Griechen ihrem Homer.

Vacation Loan-Libraries for Students of German.

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The first few weeks of the college year are usually spent in getting students into harness again. Their knowledge of German grammar has for the most part evaporated during the warm summer days, their vocabulary has quietly vanished, and their interest in German, if they ever had any, has waned. About the only thing they remember from the year before is that German is a "frightful grind". There is a tremendous economic waste in the time and labor expended in reawakening in students their feeling for German construction. For best results in language study, one must be kept in continuous and close contact with the language. He must be hearing it, speaking it, and reading it constantly. For the majority of men the opportunities for hearing and speaking German stop with the close of the college term. Then comes the long summer vacation of some ten or twelve weeks in which they hardly have occasion to remember that they have ever studied a line of the language. If they could in some way be induced to continue their reading during the recess, their Sprachgefühl would be kept alive and strengthening, and they would come back to their work with more real interest and enthusiasm, more power to handle the language and what is especially important, more confidence in their power.

It is unquestionably true that mental inertia produced or increased by summer heat, a natural disinclination to pore over books after the hard study of the college year, the physical weariness attendant on the toil of a wilting day, all tend to swerve the student from the path of intellectual

effort. But if we can make the reading of German a genuine pleasure, we can catch the youth whose summer is one long idle holiday, as well as the one who spends his vacation working hard for the means to pursue his studies further or for experience in his chosen field. They are all watching out for a way of passing a few hours agreeably. The worker certainly needs some relaxation and recreation, and welcomes it after the hours of labor are over. No man is so busy that he has no time to spare for other things than his work. We all recognize the truth of the apparent paradox that the busiest man has the most time to do things. It does not matter therefore whether a student is working in the mines of Nevada or Alaska, on the farms of the middle West, or in the office of a factory or a shop in New York state, roughing it in a camp in Yosemite, or swinging idly in a hammock on a Newport piazza, he will always have a few spare moments to devote to any pursuit that is congenial and pleasant to him.

Our first duty, then, is to make the reading of German a pleasure, a means of recreation. This can be accomplished by teaching the student how to read and enjoy German books without the use of a dictionary or grammar. If as he reads he can sit in an unconstrained position, leaning back in an easy chair with his feet on the piazza rail, or lie in a hammock, or at full length on the cool grass under some shady tree, if, in other words, he can pick up his German story as he does his English novel, he will do it with keen anticipation of the good things he is to enjoy and the very fact that his entertainment comes thru the medium of a foreign language will only add to its charm and his own zest.

We must show the men that they need not be subjected in the dog-days to the dog's work of turning a dictionary at nearly every word they meet. Besides being irksome and wearing on the nerves, this constant interruption breaks the thread of the story, centers the attention on the individual word or phrase instead of on the larger divisions of the tale, and makes the appreciation and enjoyment of the book as a whole almost an impossibility. The ability to read understandingly without first translating a story into English can be acquired much more readily than many are prone to believe¹. It is simply a question of a little training and plenty of practice. With a thorough foundation of grammar and frequent practice in reading, interspersed generously, during the first two years, with translation with and without the consultation of a dictionary, a student will have little difficulty in getting the greater part of the contents

¹ For one way to develop this power in American students see articles entitled "In wie weit darf man sich beim Unterricht in der deutschen Sprache des Übersetzens ins Englische bedienen" (*Monatshefte für deutsche Sprache und Pädagogik*, January and February, 1908), and "Some Practical Hints for Teaching Students How to Read German" (*School Review*, October, 1909).

of any German book, provided it is chosen to meet his needs. And this brings us to the second requirement, namely that works as nearly as possible adapted to the ability and stage of advancement of each student and suited to his temperament and taste, be placed in his hands at the beginning of the summer

Men have often told me that they would have read German during the summer months if they had had the books. They could not be expected to know what books were interesting and adapted to their needs and what is more they had neither time nor money to procure any, to say nothing of the necessary initiative. This lack of suitable reading matter is easily remedied. We need only to establish a vacation loan-library of German books. The works making up such a library could be loaned to the department for the summer and deposited in some appointed place a few weeks before the close of the college year. If desired, a number of books might be given outright to the library and be kept as a permanent nucleus. A little of the regular department book-appropriation might be very profitably spent in procuring volumes for this collection. The majority of the books, however, would probably have to be loaned to the department. Possibly the general college library would consent to lending a few books. It would thus keep in circulation volumes that would otherwise lie the whole summer long like dead-weight on the dusty shelves. The benefit afforded so many individuals would more than offset any danger of loss there might be. The department could be held responsible for the books lent it and within the department, the individual instructor could assume charge of loaning books to his students. That is a personal relation as between borrower and lender would be established between instructor and student, and the chance of theft or loss resulting from carelessness would be minimized. The cooperation of the regular library is not necessary, however, to the success of the plan. The German instructors would probably be able to get together a sufficiently large collection of works from their own libraries and from those of their colleagues in other departments. Furthermore the members of most college classes would, I think, very gladly donate (or at least loan for the vacation) the books they have used during the year, for the benefit of those who had not taken their particular course. The American publishers of German texts also would presumably be willing to present such a library with a few of their publications. Any influence that tends to encourage the reading of German will most certainly increase the demand for German texts in this country. If it were asking too much to expect donations from them, an arrangement might be made whereby a department using a certain number of copies of a text would receive an additional one or two, as the case might be, for the department loan-library.

This library should consist of works of prose literature. Novels and stories, for the most part modern ones, are the kind of material best calculated to meet the needs of our students in the summer season. Poetry and drama and even the eighteenth-century novel they will balk at. Brand a book a "classic" and you have the best antidote for an awakening interest in reading that I know. Men refuse to read English poetry or drama and even the splendid "classic" novels of English literature are nowadays usually left severely alone, that is as far as private reading is concerned. Let us then reserve our Lessing, Wieland, Goethe, and Schiller, our Novalis and Tieck, our Bürger and Uhland for the college-term, for the required work of the more advanced courses.

During the year the individual instructor could emphasize in his classes the value of wide reading in a language, suggesting that the summer vacation offered an excellent opportunity for such work. He could inform his students that anyone desiring German books for summer reading could have them by applying to him at the departmental library at a stated time each day. It is important that each instructor should lend books to the members of his own classes, as he is the best judge of the kind of works they need. Only such students as expect to return in the fall should be allowed to draw books from the library. A loan-register of some sort should be kept, in which the date of the loan, the name of the student borrower, his summer address as well as his home address, and the name of the instructor lending the book could be recorded. A distinct understanding should be had with the student that he was pledged to return the books in person in the fall, or, in case he decided not to come back to college, to send them by mail, postage prepaid.

A good percentage of our students would certainly avail themselves of such a privilege as this. But even if only a few applied, something at least would have been done for advancing the cause of German study and a few positive results like this, however small they may be, are worth the extra effort. The writer has often given pupils a list of books that seemed to him suitable for their vacation reading, and last spring, on the last day of the term, he mentioned casually in an elementary class that he would be glad to lend some good German stories to anyone wishing reading material for the summer. A number of applicants presented themselves despite the lateness of the announcement and the fact that the students had to come to the writer's house to get the works. If the matter had been spoken of frequently during the term and toward the close the class could have been taken into an adjoining room and have had the volumes placed in their hands on the spot, the number of borrowers would undoubtedly have been much larger. As it was, all but one of those who took books with them satisfied the instructor on their return in the fall, that they had done considerable reading for first year students.

This loan-system might, of course, very easily be extended to the Christmas² and Easter recess, with considerable profit both to student and department.³

Berichte und Notizen.

I. Korrespondenzen.

Cincinnati.

Die Vorlage zur Schaffung eines kleinen Schulrates für Cincinnati, die seit Januar in unserer Staatslegislatur schwebte, ist Ende März wieder abgetan worden; d. h. sie wurde von dem Schulratsausschuss, an den sie verwiesen war, einfach nicht zurück berichtet und somit begraben. Damit hätte die arme Seele der hiesigen deutschen Lehrerschaft wieder Ruhe, wenigstens vorläufig — bis halt wieder ein anderer Reform-„Crank“ eine neue dahin zielende Vorlage einreicht, wenn auch nicht mehr in der jetzigen Legislatorsitzung, so doch wohl in der nächsten. Da heisst es also immer noch auf der Wacht sein. Wenn unsere Gesetzgeber in Columbus die gefährliche Vorlage auch nicht aus Liebe zum Deutschtum und zum deutschen Unterricht fallen liessen, so taten sie es sicherlich aus Angst vor den deutschen Stimmgebern, die man im Staate Ohio bei der nächsten Herbstwahl sehr nötig braucht.

In der Aprilversammlung des deutschen Lehrervereins hielt Pastor Friedrich Knapp einen gediegenen Vortrag über „Die christliche Heilmethode im Lichte der Wissenschaft.“ Infolge der vielen offiziellen wöchentlichen Vorträge, die von der Lehrerschaft besucht werden müssen, leiden die nicht offiziellen Versammlungen in diesem Schuljahre alle am Besuchsmangel. Aus diesem Grunde konnte auch der hervorragende Kanzelredner Knapp für sein interessantes Thema nur eine kleine Zuhörerschaft anziehen. Auch das hübsche musikalische

Program, das zur Durchführung gelangte, hätte ein weit grösseres Auditorium verdient.

Viel zahlreicher als die nicht offiziellen Lehrerversammlungen war am 8. April das Lehrerbankett im Sinton Hotel besucht, das vom Vorstand des Lehrervereins mit Kollege Burger an der Spitze in prächtiger Weise arrangiert wurde. Bei dieser Gelegenheit erhielten eine Anzahl Mitglieder des Vereins Ehrendiplome „in Anerkennung ihrer Verdienste um den deutschen Unterricht in den öffentlichen Schulen Cincinnati und der deutschen Sprache im allgemeinen“. Es waren die Herren John B. Peaslee, Heinrich Dörner, F. B. Dyer, Dr. H. H. Fick, Theodor Meyder, Karl Roth und John Schwaab. Die Diplome wurden diesen Ehrenmitgliedern von „Columbia und Germania“ überreicht, nachdem die beiden allegorischen Damen zuvor einen passenden Dialog gesprochen hatten. Dieses Jahresbankett, dem auch unser Bürgermeister, der Präsident des Schulrats und der deutsche Konsul als Gäste beiwohnten, war eine glänzende und dabei doch gemütliche Affäre, die sich stets grösserer Beliebtheit erfreut, besonders wenn sie so sorgfältig vorbereitet und geleitet wird, wie es heuer wieder der Fall gewesen ist.

Die Vortragsserie des Leiters des deutschen Unterrichts, Dr. H. H. Fick, ging mit diesem Monat zu Ende. Die 28 Vorträge über „Die Literatur der Deutschen in Amerika“ waren von der hiesigen deutschen Lehrerschaft ausserordentlich stark besucht. Die Zuhörer-

² Four students in a second year course were much pleased this Christmas vacation to get hold of some modern German stories (by Sudermann, Wildenbruch, Otto Ernst, and Ernst Zahn) which the writer brought with him to the final meeting of the class. One man remarked that he expected his book to relieve the tedium of his long railway journey.

³ In the above article loan-libraries for students of German have been advocated, but the same plan would hold for students of any other foreign language, of French, Spanish, or Italian.